

Clinical or Community Partnership

Kilgore College ADN

Elysian Fields ISD

Hallsville ISD

Henderson ISD

Kilgore ISD

Longview ISD

A collaborative educational program has been developed with area high schools to implement a fast-track program that allows high school students to begin taking prerequisites for nursing school in the junior year of high school as dual credit classes. These high school students would have four semesters to complete six prerequisites. Students can apply The Kilgore College nursing program in the spring of their senior year of high school and go directly to nursing school in the fall following high school graduation.

Approximate cost of implementing and maintaining partnership: \$1,000

Grant monies used: No

Expected benefits from partnership:

- acceptance of stronger, more focused and goal-directed students from the Fast-Track Program
- increased strength of the applicant pool and increased number of students choosing nursing as a career right out of high school
- attraction of lower socio-economic and minority students due to the shortened length and decreased expenses of training
- students interested in a career in nursing will be able to enter the work force sooner

Challenges from partnership:

- inexperience with life situations or immaturity in general with youth coming into nursing program
- possible lack of responsibility could contribute to students being unsuccessful as college students

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2009 Update:

Funded faculty position provided by Good Shepherd Medical Center in Longview.

East Texas Consortium of Schools

Angelina College
East Texas Baptist University
Kilgore College
Lamar State College Orange
Navarro College
Northeast Texas Community College

Panola College
Paris Junior College
Stephen F. Austin University
Texarkana College
Trinity Valley Community College
Tyler Junior College
University of Texas at Tyler

East Texas Consortium

The ANET project was funded by the THECB under their innovation grant program. The purpose of the grant was to identify students at risk of failing out of the nursing programs at SFASU, Angelina College and Panola College. Those students who were identified as at-risk were provided a modified curriculum which spaced out courses in the first semester, thereby decreasing the study load for those at-risk students. The courses were provided in a web-based format which provided students with the opportunity to review content as often as necessary in order to master the material. Tools to measure all variables were developed and administered to all incoming students. The project studied overall retention rates and retention at two critical points with the highest potential for failure in the nursing curriculum - the first semester and the semester including medical-surgical nursing. Two on-line entry courses, Pharmacology and Health Assessment, and one recovery course, Medical-Surgical Nursing, were developed and used in summer 2004 and 2005. The partner institutions shared faculty, curriculum and facilities in all three courses. A statistician compiled and analyzed the student data. Seven research questions evaluated the variables linked to success in all students and intervention students, identified differences in ADN and BSN students, and differences in retention rates for at-risk vs. control group students, and by ADN and BSN groups. Four hospitals provided in-kind funding for the project.

Approximate cost of implementing and maintaining partnership: partnerships maintained by relationships with agencies; cost unknown

Grant monies used: yes, THECB

Expected benefits from partnership:

As a result of this partnership, Tenet Medical Center in Nacogdoches donated space, remodeling costs, and a partial FTE for a shared clinical laboratory facility for Angelina College, Panola College and SFASU School of Nursing. To date, the partnership is continuing to work together as the East Texas Nursing Education Consortium (ETNEC) and is actively seeking grant opportunities for other innovative projects.

Challenges from partnership:

- overcoming differences in philosophies between ADN and BSN programs and differences in curricula. These barriers were overcome by developing, over time, trusting relationships between the partners

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